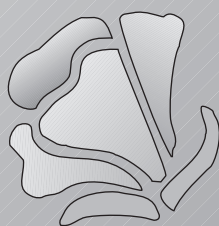


# **Teacher Guide for Language Arts**

**Reading/Literature  
Written Composition**

•  
**2001**



**Golden  
State  
Examination**

**GSE**

This document has been prepared by the Sacramento County Office of Education and San Joaquin County Office of Education, under contract with the California Department of Education. For information about the Golden State Examination testing dates, registration materials and procedures, or about the Golden State Seal Merit Diploma, contact:

Standards and Assessment Division  
California Department of Education  
721 Capitol Mall, 6th Floor  
Sacramento, CA 95814

Mailing Address: P.O. Box 944272, Sacramento, CA 94244-2720

Telephone: (916) 657-3011 Fax: (916) 657-4964

E-mail: [star@cde.ca.gov](mailto:star@cde.ca.gov)

Web site:

<http://www.cde.ca.gov/statetests>

# Acknowledgments

Thank you to all of the students, teachers, and school officials who have contributed to the success of the Golden State Examinations (GSE). Students contribute by making their best effort on the examinations. Teachers prepare students and encourage their success. School officials provide support by registering their districts and schools for the Golden

State Examinations, acknowledging the importance of these subjects, and understanding the need to recognize student achievement. Overall, the *Golden State Examination Teacher Guide* reflects the commitment of those who view reading, writing, and literature as essential parts of education.

---

We wish to acknowledge the following teachers and other educators who contributed to the development of the Golden State Examinations in Reading/Literature and Written Composition:

Jan Brink  
Northern Humboldt Union High  
Humboldt County

Judy English  
San Juan Unified  
Sacramento County

Janna Gard  
Lake Tahoe Unified  
El Dorado County

Carolyn Grogan  
Burbank Unified  
Los Angeles County

Jack Hobbs  
Santa Barbara High  
Santa Barbara County

Caroline Jackson  
Saddleback Community College  
Orange County

John Kamansky  
Porterville Union High  
Tulare County

Linda Murai  
Sacramento County Office of Education

Kathleen Parks  
Antelope Valley Union High  
Los Angeles County

Carol Peñara  
West Contra Costa Unified  
Contra Costa County

DeShea Rushing  
California State University,  
San Bernardino  
San Bernardino County

Kathy Smith  
Lindsay Unified  
Tulare County

Kelly Smith  
Salinas Union High  
Monterey County

Thom Wade  
Lucia Mar Unified  
San Luis Obispo County

In addition, we thank California teachers who contributed additional test questions through participation in GSE item writing workshops.

## Table of Contents

Introduction	2
Test Content and Structure for Reading/Literature	3
Sample Text for Reading/Literature	4
Multiple-choice Questions for Sample Text	6
Scoring Guide for Reading/Literature	8
Sample Text for Reading/Literature	9
Written-response Questions with Student Work	11
Test Content and Structure for Written Composition	13
Sample Multiple-choice Questions for Written Composition	14
Scoring Guide for Written Composition	16
Sample 22-minute Essay Topic for Written Composition	17
Sample 22-minute Student Work for Written Composition	18
Sample 45-minute Essay Topic for Written Composition	21
Sample 45-minute Student Work for Written Composition	22

---

# Introduction

## Using the Golden State Examination Teacher Guide

The *Golden State Examination Teacher Guide* has been developed to provide essential information and preparation guidelines for teachers. The guide is intended to serve as an instructional aid in the classroom. The guide is divided into the following sections:

*Test Content and Structure* — outlines the content standards for which the Golden State Examination (GSE) questions have been developed and the format of the test.

*Scoring Guide* — outlines the criteria used to score the written responses.

*Sample Questions* — includes sample questions that represent the types of questions found on the exams. State content standards addressed by each sample question are identified.

*Student Work* — provides examples of student responses to written-response questions with teacher commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also can use these materials with state standards for staff development.

## Student Eligibility

The Golden State Examinations in Reading/Literature and Written Composition are given during the winter test administration. Each examination may be taken only once.

These are not end-of-course examinations. Students in either grade eleven or twelve may take these examinations. It is recommended that students should have completed at least two years of college-preparatory English courses to be adequately prepared for the examinations in reading/literature and written composition.

## Test Preparation

All Golden State Examinations are aligned to state content standards. Teachers should review their curriculum and instructional activities for alignment to these standards.

Sound preparation for the Golden State Examinations should include classroom assignments that allow students to read, understand, interpret, analyze, and evaluate different types of writing; draw and support conclusions; and convey information clearly, effectively, and accurately.

## Reporting Results

All Golden State Examinations consist of two 45-minute sessions. Students who complete both sessions of the GSE in Reading/Literature or Written Composition receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation. Results for the winter administration are mailed to districts in May.

## Resource Document

The *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6. It is also available at <http://www.cde.ca.gov/board> on the Internet.

## Other Resources

Curriculum frameworks are available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6.

Testing schedules and other information are available from the GSE coordinator in your district office, county office of education, or the California Department of Education at <http://www.cde.ca.gov/statetests> on the Internet.

## Test Content and Structure for Reading/Literature

The content of the GSE in Reading/Literature is aligned to the *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, adopted by the State Board of Education. For additional details about the topics covered on the exam, teachers should refer to the standards for grades nine and ten and grades eleven and twelve. A complete listing of the standards is available at <http://www.cde.ca.gov/board> on the Internet.

This examination covers word analysis, fluency, and systematic vocabulary development; reading comprehension; and literary response and analysis. Students are required to respond to a variety of written materials that include but are not limited to literary fiction, nonfiction, and informational texts.

### Word Analysis, Fluency, and Systematic Vocabulary Development – 1.0

Students are required to apply their knowledge of word origins to determine the meaning of new words and to use those words accurately. This may include but is not limited to:

- identifying and using literal and figurative meanings and words
- understanding word derivations
- distinguishing between the explicit and connotative meaning of words
- applying knowledge of Greek, Latin, and Anglo-Saxon roots and affixes
- understanding and analyzing analogies

### Reading Comprehension (Focus on Informational Materials) – 2.0

Students are required to read and understand grade-level appropriate material, analyzing organizational patterns and arguments. This may include but is not limited to:

- analyzing structural features of workplace and public documents
- interpreting texts with supporting evidence
- analyzing an author's philosophical assumptions and beliefs
- critiquing texts for understandability and accuracy
- evaluating the credibility of an author's claims

### Literary Response and Analysis – 3.0

Students are required to conduct in-depth analyses of recurrent patterns and themes in significant works of literature. This may include but is not limited to:

- analyzing the purposes and characteristics of different types of literature
- analyzing characters' traits and interactions
- analyzing themes, issues, influences, and mythic archetypes in literature
- evaluating literary devices and rhetorical elements and style in literature
- analyzing political assumptions and philosophical arguments in literature

### Test Format

The GSE in Reading/Literature is a two-part examination, administered in two 45-minute sessions.

Each session consists of texts with multiple-choice questions and texts with written-response questions. The multiple-choice questions assess students' fundamental understanding of the texts they have read. The written-response questions challenge students to demonstrate their skills in analyzing and interpreting both literary and nonliterary texts. A successful written response exhibits depth of understanding and provides an effective analysis and interpretation with supporting evidence. Written responses should be coherent, well organized, and use information from the text effectively.

Multiple-choice questions are machine scored. Written responses are scored by experienced English teachers and other professionals in the field.

A sample text with multiple-choice questions and an answer key is on pages 4–7. A sample text with written-response questions, student work, and teacher commentary is on pages 9–12. State content standards addressed by each question are identified for the purpose of this guide but do not appear on the examination.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with sample questions.

## Sample Text for Reading/Literature

### Barbara McClintock

1           When 81-year-old Barbara McClintock learned from a radio  
2 broadcast that she had won the Nobel Prize for Physiology or Medicine,  
3 she was at a loss. “I knew I was going to be in for something,” she says.  
4 “I had to psyche myself up. I had to think of the significance of it all; to  
5 react, I had to know what approach I would take.”

6           There were many approaches McClintock could have taken. For  
7 one, she might have been bitter. After all, she was being honored for a  
8 discovery she had made 30 years before, which most mainstream  
9 geneticists had promptly rejected — that genes are not always locked  
10 into permanent positions on a chromosome, that they can move, causing  
11 variations and mutations in an organism’s offspring. Or she might have  
12 been elated at being vindicated at last. Or she might have taken the  
13 opportunity to berate the scientists for their closed minds.

14           Instead, as she had all her life, McClintock met the world  
15 graciously but with reserve. She held a single press conference and told  
16 journalists, “The prize is such an extraordinary honor. It might seem  
17 unfair, however, to reward a person for having so much pleasure over the  
18 years, asking the maize plant to solve specific problems, then watching  
19 its responses.” Afterward, she turned on the heels of her oxfords and  
20 retreated to the solitude of her laboratory.

21           McClintock is only the third woman ever to win an unshared  
22 Nobel. She made her prizewinning discovery of gene transposition while  
23 studying Indian corn, a plant she began investigating as an undergraduate  
24 at Cornell and continued probing for five decades. “When you get to  
25 know the maize plant well,” she explains, “you begin to know what it can  
26 do for you and what questions you can ask.”

27           The more she studied, the more fascinated she became. “Plants to  
28 most people are just plastic organisms that don’t move or do anything,”  
29 she says. “Yet they are so smart. They have to combat their environment  
30 in the most clever ways.”

31           McClintock says that when she first realized in the late 1940s and

---

32 early 1950s that variations in new plants were being caused by the  
33 movement of genes now known as “jumping genes,” other geneticists  
34 thought she was crazy. But she never doubted her findings. “Anybody  
35 who had that evidence thrown at them with such abandon couldn’t help  
36 but come to the conclusions I did. I just knew sooner or later that it would  
37 all come out in the wash.”

38         Colleagues believe McClintock was secretly wounded by the cool  
39 reception her theories received, but she understands the response: “It took  
40 long for my concepts to be accepted, I think, because nobody had the  
41 extraordinary experience I had of attempting to do one kind of experiment  
42 with the maize plant and carrying it through.” She also acknowledges,  
43 “We had no understanding of DNA to work with at the time.” Nor did  
44 scientists have electron microscopes or the concepts of microbiology.  
45 Says McClintock, “We weren’t ready.”

Reprinted by permission of Science Digest ©1984 by The Hearst Corporation.

---



## Multiple-choice Questions for Sample Text

**Directions:** For each of the following questions, decide which of the choices is best and fill in the corresponding space on your answer document.

1. In this passage, the word “mutations” (line 11) means
- A. transmittals of hereditary characteristics in living organisms.
  - B. reproduction of chromosomes.
  - C. an abrupt alteration in the genetic structure.
  - D. divisions in the cell nucleus.

*Grades Nine and Ten Reading Standard – 1.1*

2. In paragraph two (lines 6-13), the phrase “...that genes are not always locked into permanent positions on a chromosome...” is an example of
- A. an hypothesis.
  - B. an exaggeration.
  - C. a contradiction.
  - D. an opinion.

*Grades Nine and Ten Reading Standard – 1.1*

*Grades Eleven and Twelve Reading Standard – 2.4*

3. You can conclude from the information in the second paragraph that, if genes were always locked into permanent positions,
- A. variations in an organism’s offspring would be more rare.
  - B. mutations would occur more often.
  - C. variations in an organism’s offspring would be more common.
  - D. mutations would occur with the same frequency.

*Grades Eleven and Twelve Reading Standard – 2.4*

4. The view of plants suggested by Barbara McClintock can be best compared to
- A. decorative ornaments in an attractive setting.
  - B. nutritious food on a decorative table.
  - C. inanimate machinery in a greenhouse.
  - D. smart competitors in a hostile environment.

*Grades Eleven and Twelve Reading Standard – 1.3*

5. The passage reveals that the author’s attitude toward Barbara McClintock is one of
- A. indifference and amusement.
  - B. admiration and respect.
  - C. skepticism and disapproval.
  - D. exuberance and optimism.

*Grades Nine and Ten Reading Standard – 2.8*

6. Suppose you have been assigned to do further research in the study of genes and have consulted the *Readers' Guide to Periodical Literature*. Under which of the entries shown below would you most likely find information that adds to the discoveries made by Barbara McClintock?

Genetics

Gene-splicing protein to have orphan drug status antitrypsin. J. L. Fox, *Science* 223:914 Mr 2 '84

Genetic engineering and the jumping gene. G. Morse. il *Sci News* 125:264-5+ Ap 28 '84

Interview: James D. Watson. A. Liversidge. il por *Omni* 6:74-7+ My '84

Lariat RNA's as intermediates and products in the splicing of messenger RNA precursors. R.A. Padgett and others. bibl f il *Science* 225:898-903 Ag 31 '84

The latest medical miracle. J.W. Miller. il *Good Housekeep* 198:194-5 Mr '84

A. *Science*

B. *Science News*

C. *Omni*

D. *Good Housekeeping*

*Grades Nine and Ten Reading Standard – 2.2*

**Reading/Literature Answer Key**

- |      |      |      |
|------|------|------|
| 1. C | 3. A | 5. B |
| 2. A | 4. D | 6. B |

## Scoring Guide for Reading/Literature

Each set of written responses on the Golden State Examination in Reading/Literature is scored for two aspects of reading: textual understanding and interpretation. Student responses are scored using the scoring guides below.

A detailed training package for scorers, addressing what students are expected to accomplish, is developed to score the student responses.

---

### Textual Understanding Scoring Guide

#### Score Point 3

The reading response demonstrates a clear understanding of the text through the use of appropriate and specific textual information.

#### Score Point 1

The reading response demonstrates minimal or no understanding of the text with little or no textual information.

#### Score Point 2

The reading response demonstrates a fundamental understanding of the text using general textual information.

---

### Interpretation Scoring Guide

#### Score Point 5

The interpretation is thorough and thoughtful. The response:

- develops a thoughtful and well-founded interpretation which integrates (incorporates) textual complexities
- uses carefully selected textual evidence to support interpretive claim(s)
- offers thoughtful analysis of textual evidence to support claim(s)

- uses simple textual evidence to support interpretive claim(s)
- may offer some explanation of textual evidence to support interpretive claim(s)

#### Score Point 2

The interpretation is limited. The response:

- presents a limited interpretation which may not address textual complexities
- offers limited textual evidence to support interpretive claim(s)
- may not offer explanation of textual evidence

#### Score Point 4

The interpretation is appropriate. The response:

- develops a well-founded interpretation which addresses textual complexities
- uses appropriate textual evidence to support interpretive claim(s)
- offers some analysis of textual evidence to support interpretive claim(s)

#### Score Point 1

The response:

- does not provide an interpretation or offers a simple interpretive statement
- offers no textual evidence in support of an interpretive claim
- offers no explanation of textual evidence

#### Score Point 3

The interpretation is basic. The response:

- presents an obvious interpretation which may recognize textual complexities
-

## Sample Text for Reading/Literature

### After Apple-Picking

*by Robert Frost*

1        My long two-pointed ladder's sticking through a tree  
2        Toward heaven still,  
3        And there's a barrel that I didn't fill  
4        Beside it, and there may be two or three  
5        Apples I didn't pick upon some bough.  
6        But I am done with apple-picking now.  
7        Essence of winter sleep is on the night,  
8        The scent of apples: I am drowsing off.  
9        I cannot rub the strangeness from my sight  
10       I got from looking through a pane of glass  
11       I skimmed this morning from the drinking trough  
12       And held against the world of hoary grass.  
13       It melted, and I let it fall and break.  
14       But I was well  
15       Upon my way to sleep before it fell,  
16       And I could tell  
17       What form my dreaming was about to take.  
18       Magnified apples appear and disappear,  
19       Stem end and blossom end,  
20       And every fleck of russet showing clear.  
21       My instep arch not only keeps the ache,  
22       It keeps the pressure of a ladder-round.  
23       I feel the ladder sway as the boughs bend.  
24       And I keep hearing from the cellar bin  
25       The rumbling sound  
26       Of load on load of apples coming in.  
27       For I have had too much  
28       Of apple-picking: I am overtired  
29       Of the great harvest I myself desired.  
30       There were ten thousand thousand fruit to touch,  
31       Cherish in hand, lift down, and not let fall.  
32       For all  
33       That struck the earth,

---

34           No matter if not bruised or spiked with stubble,  
35           Went surely to the cider-apple heap  
36           As of no worth.  
37           One can see what will trouble  
38           This sleep of mine, whatever sleep it is.  
39           Were he not gone,  
40           The woodchuck could say whether it's like his  
41           Long sleep, as I describe its coming on,  
42           Or just some human sleep.

---

*From the Poetry of Robert Frost.* Edited by Edward Connery Lathem. New York:  
Henry Holt and Company, 1969.

---

## Written-response Questions with Student Work

*Grades Nine and Ten Standards — 3.4, 3.7, 3.8, 3.11*

*Grades Eleven and Twelve Standards — 3.2, 3.3, 3.4*

### Textual Understanding - Score Point 3; Interpretation - Score Point 5

#### STUDENT RESPONSE\*

- A. What does the author mean in lines 27-29 (“For I have had too much / Of apple picking: I am over-tired / Of the great harvest I myself desired.”)? Use specific details from the poem to support your interpretation.

In this poem, the author uses apple-picking as a symbol for life. He describes being “overtired/of the great harvest” he desired. This is a description of his own life. He is tired of it. He set goals for himself, and placed great importance in achieving them “the great harvest I myself desired.” But now he sees his life through a different window, “I cannot rub the strangeness from my sight/I got from looking through a pane of glass” and he no longer cares about fulfilling all his goals, taking advantage of all the opportunities, filling his barrel of life. His senses still recall his work – “the scent of apples,” the sights “every fleck of russet showing clear,” and the sounds “The rumbling sound/of load on load of apples coming in.” His body still feels the familiar routine, “My instep arch not only keeps the ache/It keeps the pressure of a ladder-round.” But his mindset has changed. Things that once pleased his senses now haunt him and weary him. He has seen and smelled and picked too many apples. He no longer cares if they all get picked. He no longer desires to achieve all his goals, he is tired. He has chosen to accept his accomplishments as they are.

- B. How does the poet use apple picking as a metaphor for life? Use specific details from the poem as evidence to support your interpretation.

Apples, in this poem, are the author’s symbol for his goals. He says that he started out wanting to accomplish everything, “there were ten thousand thousand fruit to touch.” He not only wanted to achieve his goals, but had high standards for himself. He wanted to accomplish his goals well, like picking apples carefully “Cherish in hand, lift down, and not let fall.” He could have taken less care in achieving his goals, but like apples that were allowed to strike the earth, they would be “As of no worth.” Now he realizes that he has not achieved all he planned in his life. “...there’s a barrel that I didn’t fill/Beside it, and there may be two or three/apples I didn’t pick upon some bough.” While he has some regrets, “One can see what will trouble/This sleep of mine” he is just too tired to do any more.

#### COMMENTARY

##### Textual Understanding—Score Point 3

In both responses, a clear understanding of the text is evidenced by appropriate and specific textual information. Within each response, details are used from the poem that demonstrate a clear understanding of what is happening in the poem, describing the speaker’s experiences in apple picking. In each response, the reader uses quotations from the poem to complete statements about the events of the poem. The precise and accurate recounting of the speaker’s recollections makes this an upper-range example of textual understanding.

##### Interpretation—Score Point 5

As is common in upper-range student work, these responses indicate a thorough and thoughtful interpretation of Frost’s poem, “After Apple-Picking.” In the first response, the symbolic potential of apple picking for the speaker is explored using lines from the poem to support the interpretive claim of “apple-picking as a symbol of life.” This response traces the details of the poem as further evidence of the symbolic nature of apple picking and analyzes the meaning of the comparison. In the second response, the metaphor is further developed with supportive detail drawn from the poem and with thoughtful analysis of this evidence to elaborate on the initial interpretive claim. These responses develop a thoughtful and well-founded interpretation of the poem through the ongoing presentation of carefully selected evidence from the poem and analysis of how this evidence supports the interpretive claim.

\* The student response has been typed as written, with the student’s own content, grammar, spelling, and punctuation.

## Written-response Questions with Student Work

### Textual Understanding - Score Point 3; Interpretation - Score Point 3

#### STUDENT RESPONSE\*

- A. What does the author mean in lines 27–29 (“For I have had too much / Of apple picking; I am over-tired / Of the great harvest I myself desired.”)? Use specific details from the poem to support your interpretation.

In lines twenty-seven through twenty-nine, the author is saying that after all the apple picking he is “too tired” to do anymore even if he “desired the harvest.” Winter is coming on and the apples have been picked, they keep appearing and each one has to be picked and gently put down so as not to bruise or nick the skin. Even the celler is groaning at the amount and the load of the apples. His “arch keeps the ache” and he can “feel the ladder sway.” He is exhausted from apple picking and is ready to fall asleep with no problems only he is unsure from his exhaustion whether it will be like the “long sleep” of a woodchuck or only “human sleep.”

- B. How does the poet use apple picking as a metaphor for life? Use specific details from the poem as evidence to support your interpretation.

The author uses apple picking as a metaphor by describing how he still has work to do, his ladder still points toward the sky and there are still apples on the tree, but he is tired of “apple picking.” He just wants to go to sleep. All of the things he uses to describe apple picking apply to life. For example, he used all the apples, whether or not they “struck the earth”. This shows that he made the most of life and cherished all of its aspects, even the bad ones.

#### COMMENTARY

##### Textual Understanding—Score Point 3

The responses to the prompts are not lengthy, but they indicate a clear and specific understanding of the text of the poem, using a careful selection of evidence to recount the speaker’s experiences with apple picking. The responses use both specific quotations and line references to demonstrate textual understanding within the context of the interpretation.

##### Interpretation—Score Point 3

Although the responses present a clear understanding of the text, the interpretation is basic. In the first response, the interpretation stays very close to the literal text, exploring the specific details of how “tired” the speaker is after apple picking. The response recognizes the complexity in the speaker’s uncertainty about whether his sleep “will be like the ‘long sleep’ of a woodchuck or only ‘human sleep,’” but does not go beyond the obvious. The second response continues to examine the events of the poem at a basic level. In both responses, there is an attempt to explain how the evidence supports the interpretive claims; however, there is little analysis, and the claims are somewhat obvious.

\* The student response has been typed as written, with the student’s own content, grammar, spelling, and punctuation.

## Test Content and Structure for Written Composition

The content of the GSE in Written Composition is aligned to the *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, adopted by the State Board of Education. The examination focuses on the writing standards for grades nine and ten and grades eleven and twelve. A complete listing of the standards is available at <http://www.cde.ca.gov/board> on the Internet.

### Writing Strategies — 1.0

Students are asked to write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument and demonstrate their awareness of audience and purpose. Writing strategy standards include skills in organizing and developing a thesis through the use of precise language and revision.

### Writing Applications (Genres and Their Characteristics) — 2.0

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce essays. Students must demonstrate a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. The five writing applications used for this examination are short story or biographical narrative, expository essay, persuasive composition, response to literature, and business letter writing.

### Written and Oral English Language Conventions — 1.0

Student writing must demonstrate a command of standard English conventions. Writing conventions standards include control of grammar and paragraph and sentence structure; an understanding of English usage; identification and correct use of clauses; and accurate spelling and correct punctuation and capitalization.

### Test Format

The GSE in Written Composition is a two-part examination, administered in two 45-minute sessions.

Session one consists of multiple-choice questions and an essay. The multiple-choice questions focus on editing for correct sentence construction, proper English usage, control of grammar, appropriate diction, and proper syntax as reflected in the standards. The 22-minute essay requires students to respond to a clearly-defined prompt in which they organize and relate information supported by concrete evidence. They are to maintain a consistent focus through the use of precise language and word choice, details, development, and the correct use of the conventions of the English language. Narrative, expository, or persuasive writing skills are demonstrated as students write descriptions, procedures, or an informative response as directed in the writing prompt.

The multiple-choice portion of the examination is machine scored. Sample multiple-choice questions and an answer key are on pages 14–15. State content standards addressed by each question are identified for the purpose of this guide but do not appear on the examination.

Session two consists of one 45-minute essay. In this session, students are required to address a more extended writing prompt. Narrative, expository, or persuasive writing skills are demonstrated as students evaluate or analyze an idea or passage presented in the writing prompt.

The essay portions of the examination are scored by experienced English teachers and other professionals in the field. Sample essay questions with student work and commentary are on pages 17–24.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with the sample questions.



## Sample Multiple-choice Questions for Written Composition

The following paragraph is taken from student work. In this section, you must respond to questions about how best to revise the student's writing. Your task is to identify errors and choose revisions that make the paragraph better in terms of organization, clarity of expression, and use of conventions for written English.

*"I never found the companion that was so companionable as solitude."* – Thoreau

(1) In Thoreau's quote, he basically states that being alone is more fulfilling than with someone else. (2) He conveys his message by relating on the connotation of the word "companion". (3) Typically, a companion is someone that spends time with a person and shares various life experiences with that person. (4) Thoreau is relating being alone to having a companion. (5) Thus, he explains that by being alone one can share his life with himself. (6) also, Thoreau claims that by being alone, a person eliminates the disagreements that go into making and maintain a friendship. (7) From Thoreaus point of view solitude is the only harmonious relationship.

- |  |   |
|--|---|
| <p>1. Which revision of sentence #1 is best?</p> <p>A. Thoreau's quote basically states that being alone is more fulfilling than being with a companion.</p> <p>B. In Thoreau's quote, he states that alone is fulfilling.</p> <p>C. In Thoreau's quote, he states "that being alone is more fulfilling than being with someone else."</p> <p>D. no change</p> | <p>2. Which revision of the underlined part of sentence #2 is best?</p> <p>A. by relying on the word "companion."</p> <p>B. by relying on the connotation of the word "companion."</p> <p>C. by relying on the connotation of the word companion.</p> <p>D. no change</p> |
|--|---|

*Grades Nine and Ten, Written and Oral English Language  
Conventions Standard – 1.2*

*Grades Eleven and Twelve, Written and Oral English  
Language Conventions Standard – 1.1*

*Grades Nine and Ten, Written and Oral English Language  
Conventions Standard – 1.3; Writing Strategies  
Standard – 1.9*

*Grades Eleven and Twelve, Written and Oral English  
Language Conventions Standard – 1.1; Writing  
Strategies Standard – 1.9*

**Directions:** Choose the phrase that best completes the sentence. Fill in the corresponding space on your answer document for the letter you choose.

- |  |  |
|--|--|
| <p>3. The train arrived for _____ at 6:00 this morning.</p> <p>A. Marta and I</p> <p>B. I and Marta</p> <p>C. Marta and me</p> <p>D. her and I</p> | <p>4. Mom and Dad went in _____ my brother's cat.</p> <p>A. search after</p> <p>B. search for</p> <p>C. search about</p> <p>D. search of</p> |
|--|--|

*Grades Nine and Ten, Written and Oral English Language  
Conventions Standard – 1.3*

*Grades Eleven and Twelve, Written and Oral English  
Language Conventions Standard – 1.1*

*Grades Nine and Ten, Written and Oral English Language  
Conventions Standard – 1.3*

*Grades Eleven and Twelve, Written and Oral English  
Language Conventions Standard – 1.1*

**Directions:** The following sentences test your knowledge of grammar, spelling, punctuation, capitalization, and usage. No sentence contains more than one error.

- Some parts of the sentence are underlined and lettered.
- Choose the underlined part that contains the error and fill in the corresponding space on your answer document for the letter you choose.
- Some sentences may be correct. If you find no error, fill in letter D.

**Example:** Several other animals was classified as primates in the textbook.   no error

A
B
C
D

**Answer:** ☒ A ☐ B ☐ C ☐ D

5. Realizing he'd left his gloves in the car, Martin quick ran back outside. no error
- A B C D

*Grades Nine and Ten, Written and Oral English Language Conventions Standard – 1.3*

*Grades Eleven and Twelve, Written and Oral English Language Conventions Standard – 1.1*

6. Elena couldn't remember how many time's she had gone to the park with her mother. no error
- A B C D

*Grades Nine and Ten, Written and Oral English Language Conventions Standard – 1.1*

*Grades Eleven and Twelve, Written and Oral English Language Conventions Standard – 1.2*

**Directions:** In each of the following sentences, some part of the sentence is underlined. Below each sentence you will find four ways of expressing the underlined part. Select the answer that makes the most effective and correct sentence and fill in the corresponding space on your answer document. Choose the answer that best expresses the meaning of the original sentence. (If no correction is necessary, choose answer A, which is always the same as the underlined part.)

7. Whenever you are taking a test, one should try to keep your focus.
- A. one should try to keep your focus.
- B. you should try to keep their focus.
- C. you should try to keep your focus.
- D. he or she should try to keep his or her focus.
8. Erik is very adventurous; he roller blades, goes fishing, and hikes.
- A. roller blades, goes fishing, and hikes.
- B. goes roller blading, fishing and hikes.
- C. roller blades, fishes, and hiking.
- D. goes roller blading, fishing, and hiking.

*Grades Nine and Ten, Written and Oral English Language  
Conventions Standard – 1.3; Writing Strategies  
Standard – 1.9*

*Grades Eleven and Twelve, Written and Oral English*  
*Language Conventions Standard – 1.1; Writing*  
*Strategies Standard – 1.9*

*Grades Nine and Ten, Written and Oral English Language*  
*Conventions Standard – 1.2; Writing Strategies*  
*Standard – 1.9*

*Grades Eleven and Twelve, Written and Oral English*  
*Language Conventions Standard – 1.1; Writing*  
*Strategies Standard – 1.9*

## Written Composition Answer Key

1. A      3. C      5. C      7. C  
2. B      4. D      6. B      8. D

## Scoring Guide for Written Composition

The essay portions of the Golden State Examination in Written Composition are scored using the scoring guide below.

A detailed training package for scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

---

### Score Point 6

The essay addresses the topic in an excellent manner. The essay:

- is organized in a consistent and clearly articulated manner; provides appropriate, substantial, and concrete evidence to support insightful position(s); elaborates thoughtfully and thoroughly
- demonstrates exceptional control of sentence structure with precise and appropriate word choice and use of language
- is generally free from errors in grammar, usage, and the conventions of written English

### Score Point 5

The essay addresses the topic in a effective manner. The essay:

- is well organized; provides appropriate and specific evidence to support thoughtful position(s); elaborates effectively
- demonstrates strong control of sentence structure with appropriate word choice and use of language
- is generally free from errors in grammar, usage, and the conventions of written English

### Score Point 4

The essay addresses the topic in a substantial manner. The essay:

- is organized as a whole; provides reasonable evidence to support predictable position(s); elaborates with purpose and some degree of specificity
- demonstrates good control of sentence structure with generally appropriate word choice and use of language
- may have a few errors in grammar, usage, and the conventions of written English, but these errors do not cause confusion

### Score Point 3

The essay addresses the topic in a basic manner. The essay:

- has some organization; provides superficial evidence or uses listed generalities as evidence to support simplistic position(s)
- demonstrates basic control of sentence structure; may have simplistic word choice
- may have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion

### Score Point 2

The essay addresses some aspects of the topic in a limited manner. The essay:

- has limited organization; provides limited or irrelevant evidence to support position(s)
- has some control of sentence structure and is limited in word choice
- has a variety of repeated errors in grammar, usage, and the conventions of written English; these errors cause confusion

### Score Point 1

The essay may or may not address the topic. The essay:

- has little or no organization; provides little or no evidence to support position(s), may not have a position, or may simply restate the prompt
  - has little or no control of sentence structure and word choice
  - has serious and pervasive errors in sentence structure, grammar, usage, and the conventions of written English; these errors cause confusion
-

## Sample 22-minute Essay Topic for Written Composition

### Directions

#### GSE in Written Composition

This is an assessment of your writing. You will have 22 minutes to write an essay. Your essay will be evaluated on its central idea, organization, clarity of expression, and the use of the conventions of written English.

#### Directions

- Read both the “Writing Situation” and the “Writing Directions” carefully.
- Plan your essay before you begin writing, using the space on this page.
- Address the central idea outlined in the assignment, developing your thesis with specific supporting details and examples.
- Vary your sentence structure and carefully choose words that convey your meaning and purpose.
- Allow time to check your essay for errors in spelling, punctuation, grammar, and sentence formation; make any revisions or corrections.
- Write your essay on the lined pages of the test booklet. Writing that appears in the margins or on this page will not be scored.

### Essay Topic

#### Writing Situation:

Think of a unique building you have seen. It might be old, new, or have unusual architectural style.

#### Writing Directions:

Write a brief essay describing this building in detail. Explain why this building captures your attention.

*Grades Nine and Ten, Writing Strategies Standards – 1.1, 1.2, 1.4, 1.9;*

*Writing Applications, Expository Compositions Standards – 2.3a,c,e*

*Grades Eleven and Twelve, Writing Strategies Standards – 1.1, 1.2, 1.3, 1.5, 1.9*

## Sample 22-minute Student Work for Written Composition

### Score Point 6

#### STUDENT RESPONSE\*

The outside of the Pantages Theater seems run down and almost seedy. It looks like one of a million closed-down ex-theaters in the LA area. It has an old, 50's style ticket booth in front that mimics the overhang by sporting a semi-circular front. The paint, a faded, dirty shade of some color chosen twenty years ago to look inviting, now peels paint. The sign hangs vertically out from the side letters spilling down in a fashion long abandoned. It seems so much like any other abandoned movie theater from the golden age, when things were extravagant, posh, and showy. Now, they only seem like sad wizened vestiges of a decade long past. As far as an expensive, famous venue to view a play, it doesn't seem too promising.

However, inside, the Pantages strikes the eye with more wood and bronze-work than most 90's teens can even imagine. Unlike any other ex-theater, that commonly become used bookstores, the Pantages captivates and entrances its visitors with elegant beauty. The rich, golden brown hues of burnished wood veritably glow from every surface. Woodwork designs in square patters, circles, and baroque carvings encroach upon the beautiful statues and make even them seem like just another thread in the carpet. Smooth, brassy art-deco angels lean from every wall. This is a house where every muse seems alive and radiant. Above the throng of evening dresses and suits, cherubs grin admiring themselves and the other carvings. The angels peer straight forward with a calm obliviousness to even their own breath taking elegance. Even the ceiling spreads out before the eye in square patterns of waxed and well-oiled wood. There is so much to see everywhere that somehow the mind falls back into thinking mundane thoughts like, "I wonder how they got up there to do that?" and, "Do they use Pledge?" simply to save itself from the whirling extravagance around it.

Up the stairs, a whole new world of beauty awaits. Turned rods, reminiscent of a stereotypical granny's rocking chair back, form balconies every couple of feet. People can either lean over or peer through the geometric patterns of wood and air into the lobby. On the other side of these lay double-doors, also wood, with square inlays on each panel. Past these lays the stage framed by golden cherubs holding banner, fruit, and more woodwork. The effect for any other building would be too much.

Somehow here every piece of potentially gaudy gilt and sculpture fits and pleases the eye. Every aspect works together to form one of the most lavish buildings surely in Southern California. The Pantages, though a seedy, run-down monument to the past golden age of cinema holds more aesthetic beauty than any of its contemporaries. It is the true diamond in the rough and one of the most unique buildings in all of L.A.

\* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

## Sample 22-minute Student Work for Written Composition

### Score Point 6 (continued)

#### COMMENTARY

This expository essay addresses the topic in an excellent manner. It is organized thoughtfully and thoroughly and supported with appropriate and concrete evidence. The writer demonstrates exceptional control of sentence structure and precise and appropriate word choice. The few errors in the conventions of written English are first draft in nature.

In the first paragraph, the writer introduces the Pantages Theater as a faded artifact from a bygone era. While the Pantages retains reminders of its “extravagant, posh, and showy” past in a “50’s style ticket booth” with a “semi-circular front” and vertical lettering of its name down one side, the theater, for the most part, looks “abandoned,” “run down and almost seedy,” a “sad wizened vestige of a decade long past.” Judging from its exterior, the writer suggests, the theater does not look “promising” as a place to watch a play.

In the next two paragraphs, however, the writer describes an interior that contrasts vividly with the impression created in the first paragraph. Inside, the writer says, the

theater “captivates and entrances its visitors with elegant beauty.” The beauty is exemplified by “rich . . . burnished wood” that seems to “glow” and intricate woodwork in “square patters, circles, and baroque carvings...” Walls are adorned with “brassy, art deco-angels,” the “waxed and well-oiled wood” of the ceiling “spreads out” over the visitor, and the stage is framed by “golden cherubs holding banner, fruit . . .” In this setting, it’s easy to imagine “throngs of evening dresses and suits.” The “whirling extravagance” is so dizzying that the writer needs to escape into mundane thoughts: “I wonder how they got up there to do that?” and “Do they use pledge?”

The contrast between faded elegance in the introduction and “radiant” elegance in subsequent paragraphs is set up by means of clear organization and elaborated through picturesque detail. The essay does an excellent job of illustrating the writer’s concluding claim that the Pantages Theatre, an apparently “seedy, run-down,” yet actually “lavish” and eye-pleasing monument to “aesthetic beauty,” is “unique” among the architecture of Los Angeles.

## Sample 22-minute Student Work for Written Composition

### Score Point 4

#### STUDENT RESPONSE\*

On a trip to visit my aunt in Las Vegas, my family stayed at the MGM Grand. I was captivated by this large and different building. The MGM Grand hotel is unique in structure, theme, and personality.

The MGM Grand is most unique in its structure. The architects who designed this hotel were very creative. Instead of being a usual building which has very block style construction, the MGM Grand is shaped like a giant lion and closely resemble the Sphinx. Since the building has many curves and other rounded shapes it is to be imagined that the architects involved with the design had to use a much different style of construction.

The MGM Grand is very unique in its theme. Most of the buildings that are found in Las Vegas are large hotels and casinos. The MGM Grand is also a hotel and casino, but it has a much different theme. The MGM Grand's theme is based more on the family. Even though they still have gambling it is designed for a family vacation. The MGM Grand has shows for the kids, and even rides. The MGM Grand is almost like Disneyland but instead of Mickey Mouse, Donald Duck, and Goofey they use the characters from The wizard of OZ.

The MGM Grand has a very unique personality. Most hotels and casinos in Las Vegas are fancy and have a rich or classy personality to them. The MGM Grand has a fun and happy personality. This fun and happy personality draws families instead of the gamblers.

The MGM Grand is a unique building in a city that is changing. The MGM Grand is unique because it looks different and has a very different atmosphere. It is a building that is a great pleasure to visit and see.

#### COMMENTARY

This expository essay addresses the topic in a substantial manner. It is organized as a whole and is supported with predictable positions and some degree of specificity. The writer uses good control of sentence structure with generally appropriate word choice.

A strength of this essay is its organization. The writer's interest in the topic, the MGM Grand Hotel, is mentioned in the first paragraph. The rest of the essay develops the idea that the hotel is "unique" through paragraphs discussing its structure (paragraph two), its theme (paragraph three), and its personality (paragraph four). The essay is generally free from errors in grammar, usage, and the conventions of written English.

Within each paragraph, the writer describes each idea with reasonable evidence to support the uniqueness of the MGM Grand Hotel. In the second paragraph, the idea that the hotel's structure is unique is supported by a brief discussion of how the architects were "creative" since the

hotel is shaped like a lion and "...closely resembles the Sphinx." A similar approach is used in the third paragraph supporting the uniqueness of the hotel's theme. Predictable descriptions of the casinos, family activities, and rides in the hotel support the idea that the hotel's theme is unique.

In paragraph four, the writer attempts to further develop the idea that the hotel is unique by discussing its personality. In a brief, general comparison of the MGM Grand Hotel to other hotels, the writer explains that while "most hotels and casinos...have a rich and classy personality," the MGM has "...a fun and happy personality that draws families."

The essay ends with the predictable conclusion that the MGM Grand Hotel is "...a building that is a great pleasure to visit and see." Overall, the organization is clear, but the ideas presented to develop the controlling idea of this essay are predictable. However, the writer purposefully develops these ideas through the use of some degree of specificity.

\* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.



## Sample 45-minute Essay Topic for Written Composition

### GSE in Written Composition

This is an assessment of your writing. You will have 45 minutes to write an essay. Your essay will be evaluated on its central idea, organization, clarity of expression, and the use of the conventions of written English.

#### Directions

- Read both the “Writing Situation” and the “Writing Directions” carefully.
- Plan your essay before you begin writing, using the space on this page.
- Address the central idea outlined in the assignment, developing your thesis with specific supporting details and examples.
- Vary your sentence structure and carefully choose words that convey your meaning and purpose.
- Allow time to check your essay for errors in spelling, punctuation, grammar, and sentence formation; make any revisions or corrections.
- Write your essay on the lined pages of the test booklet. Writing that appears in the margins or on this page will not be scored.

### Directions

### Essay Topic

#### Writing Situation:

Some moments in history continue to be important.

#### Writing Directions:

Write an essay in which you identify one moment in history that you believe to be especially significant and clearly explain its ongoing importance. Support your explanation with specific ideas and examples.

*Grades Nine and Ten, Writing Strategies Standards – 1.1, 1.2, 1.4, 1.9; Writing Applications, Persuasive Compositions Standards – 2.4a,b,c,d*

*Grades Eleven and Twelve, Writing Strategies Standards – 1.1, 1.2, 1.3, 1.5, 1.9*



## Sample 45-minute Student Work for Written Composition

### Score Point 6

#### STUDENT RESPONSE\*

This day, May 7, has been an extremely important day for people all over the world, for on this day, about fifty years ago, the refridgerator was invented. Few other events have had such widespread and longterm influence as the birth of the refridgerator. The significance of this even has not been recognized by the historians of the day, though it changed many things about the way people lived; now no one considers living without one, and in the future it will continue to protect our food from premature spoilage.

Only one hundred years ago, everyone worried about spoiled food. To keep it cool, people would put it on ice stacked in sawdust, hoping the temperature would keep it good longer. Food had to be bought or made daily, and then only enough as would feed the family. Any food remaining would be thrown to the pigs, or would be salted and packed, so it would keep for weeks. The salting process was slow, and once the meat was salted, no fresh meat was available. Summertime was the worst. Flies and mosquitos would vigourously attack any unprotected food, and the heat would cause it to spoil far more rapidly. The winter was better. Meat could be hung outside in shanties where it would freeze. When one wanted fresh meat, it was there to defrost and cook. Baking bread in the wintertime was cozy, unlike the stifling heat of the summer. Inspiration! What if one could make a permanent winter, just a box, always cold, in which to place any food? Insects and heat would not be able to reach the food, and spoilage would take much longer. Thus, the age of the icebox was ushered in.

A wooden box, maybe four feet high and two square, but a separation one foot from the top. An ice block would be placed in the little compartment on top, and would cool the air in the entire box. True, the ice melted in a day or two, depending on the heat of the day, but if nothing else, it kept the bugs off. The ice block had to be replaced regularly. It became expensive, but spoiled food, in the long run, was more expensive. After ten years, the novelty of the icebox wore off – and the wood began to rot. The rotting wood spoiled the food, and either a new ice box was to be bought, or life would have to go on as it went before – food made daily, no leftovers allowed. What if a box were to be made that didn't rot? But don't stop there – one could add a fan to circulate the cool air better, and what if one designed an artificial coolant, one that didn't need to be replaced every two days or so? Yes, Westinghouse, yes! You've got it!

Westinghouse was the first producer and mass manufacturer of refridgerators as are known today. Leftovers have become abundant, and food now takes months to spoil. Grocery shopping is now done weekly, and food is not necessary to conserve. Of all momentous historical feats, the development and production of the refridgerator is one that has lasted us for decades. The technology, intelligence, and artistry of mankind in providing ways of preventing food spoilage is neatly and beautifully summarized in the invention of the refridgerator. This accomplishment, much to the credit of mankind, will affect many generation in the future.

\* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

## Sample 45-minute Student Work for Written Composition

### Score Point 6 (continued)

#### COMMENTARY

In this essay the writer addresses the topic in an excellent manner. The essay describes the conditions that led to the invention of the refrigerator and explains its importance by illustrating the difficulties the invention helped overcome.

The writer suggests the importance of the refrigerator in the introduction by noting that “now no one considers living without one” and its ongoing significance by saying that “in the future it will continue to protect our food . . .”

The three paragraphs of the body describe three distinct periods in the development of refrigeration: before the icebox, during the use of the icebox, and during the use of the refrigerator. In the first of these paragraphs, the writer uses precise and appropriate examples and details to convey the difficulties of food preservation before the icebox. A century ago, the writer says, “food had to be bought or made daily” and “leftovers would be thrown to the pigs.” People placed food “on ice stacked in sawdust,” but in summer “flies and mosquitoes would vigorously attack any unprotected food” and food spoiled quickly. At the end of this paragraph, employing a sentence fragment and rhetorical question to convey excitement, the writer makes a moment of inspiration serve as a transition into the next period—the invention of the icebox.

In the next paragraph, the writer again skillfully employs detail and description to create a clear picture of the icebox, its maintenance, and its shortcomings. The icebox, the writer says, was “a wooden box, maybe four feet high and two square” with “an ice block” inserted “in a little compartment on top . . .” Since the ice block “melted in a day or two,” it “had to be replaced,” which was expensive. After ten years, the writer says, the wood would rot, spoiling the food. At the end of this paragraph the writer again uses varied sentence types—“What if a box were made that didn’t rot? But don’t stop there—one could add a fan...”—to once more convey excitement and provide transition into the invention of the refrigerator: “Yes, Westinghouse, yes! You’ve got it!”

In the final paragraph, the writer elaborates on the significance of the “moment in history” suggested in the introduction. Leftovers, the writer says, can now be saved, food preserved for long periods, and groceries bought less often. The writer implies the refrigerator is a continuing benefit that will ease our future lives as well.

The essay’s tight structure, transitional material that employs imaginative use of sentences and conventions to link and advance the paragraphs, and concrete examples and details to illustrate ideas all combine to make this an excellent essay.

This first-draft paper is generally free from errors in grammar, usage, and the conventions of written English.

## Sample 45-minute Student Work for Written Composition

### Score Point 4

#### STUDENT RESPONSE\*

An important moment in history is when Alexander Graham Bell invented the telephone. I feel that this moment is significant because unlike the Holocaust or the Civil Rights movement, the useful invention of the telephone is often overlooked. The telephone has affected almost every person in the world today. People often forget how important the telephone is in everyday life and it is easily taken for granted.

Since the invention of the telephone, world communication has vastly improved. A message that was sent from American to Europe, before telephones, could have taken weeks to get to the person who was receiving it. Now, the process takes a matter of seconds which saves time and money. The telephone has clearly made it easier to communicate without worrying if a sent message will get to another person or not.

The telephone is still expanding the communication possibilities today. One can hook a telephone up to a computer and use the internet. A telephone line can be hooked up to a television along with cable and be used similarly to the internet, except it is quicker. The uses for the telephone is still expanding today. The telephones no longer need to be plugged into a wall, but can be carried around, used in cars, or used in airplanes. There is almost no place where a cellular phone will not get service or a telephone is not within walking distance.

The invention of the telephone is not usually what one thinks of when he or she hears "historical moment." But the invention is a very important moment in history that will continue to affect people for many years after the affects of wars or movements have settled down. Not many people can say a war had been significant in affecting their lives, but many people can say that the telephone has definately affected their lives.

#### COMMENTARY

This essay describes an important moment in history and shares its significance in a substantial manner. It is organized as a whole and is supported with predictable positions and some degree of specificity. The writer uses good control of sentence structure with generally appropriate word choice. There are a few errors in grammar, usage, and the conventions of written English, but they do not cause confusion.

In the introductory paragraph, the writer immediately states that the fact that "...Alexander Graham Bell invented the telephone" is an important moment in history. After suggesting that it is overlooked more than some other historical moments, the writer states that the invention of the telephone "...is easily taken for granted." The paragraphs that follow develop the notion that this was one of the most important moments in history.

The writer argues that the invention is important through the presentation of reasonable evidence illustrating that

"...world communication has vastly improved," and that "the telephone is still expanding communication today." To convey these ideas, the essay is organized as a whole with good control of sentence structure and generally appropriate word choice.

In an effort to persuade readers that invention of the telephone is an important moment in history, the writer cites the conveniences people enjoy because of telephones. "The fact that one can hook a telephone up to a computer..." or "...to a television..." and that "...telephones no longer need to be plugged into a wall, but can be carried around..." are examples of these conveniences. The evidence supports the writer's position, but it is predictable.

The essay ends with the conclusion that "...the invention is a very important moment in history that will continue to affect people for many years..." and that "...the telephone has definitely affected their lives." Overall, this first-draft essay addresses the topic, is organized, and is developed with predictable evidence and some degree of specificity.

\* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.